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ABSTRACT

A week of labor education classes is held yearly at Oakland Technical High School in Oakland, California. The goal of the program, called Labor Education Week (LEW), is to fill a perceived gap in high school education concerning the labor movement, and to present labor history and issues in workshops, field trips, classroom discussions, and films. One workshop helps students discover when their rights have been violated and how to file a complaint with the Labor Commissioner. Students talk with people in various fields during the Apprenticeship Career Day (when tradespeople answer questions concerning their field, schooling and training needs, pay and benefits). Some students have visited the Union Pacific Railroad and the United Parcel Service (UPS) and have talked with members of the Teamsters Union; others have visited other unionized businesses such as the Bay Area's Trunsbay Terminal; such field experiences allow them to see organized workplaces where they can apply the skills they have learned in school. The program objective is to expose students to the labor movement through distinctive, memorable activities. The document includes guidelines for developing a similar program in other schools. Included in the appendices are: (1) the LEW project proposal, including the budget; and (2) forms designed to solicit speakers, participants and sponsors, advertising fliers, and the master calendar of events for the programs. A resource guide containing a list of local speakers, a list of coordinators for 15 Northern California Building Trades Apprenticeship Programs, a current bibliography of books on labor, and a film guide is included. (NL)

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Labor Education Week: BRINGING THE LABOR MOVEMENT TO THE SCHOOLS

Alice Burton

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BRINGING THE LABOR
MOVEMENT TO THE
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Alice Burton

**Center for Labor Research and Education
Institute of Industrial Relations
University of California at Berkeley
January 1990**

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Photos by Judy Shattuck.

Labor Education Week: BRINGING THE LABOR MOVEMENT TO THE SCHOOLS

*by Alice Burton**

The most important thing to me was that a union member came. He told another side of the story. Most of the time you only hear things on the news from the management side . . . This time it was a union *member*.

—Student's comment on Labor Education Week
at Oakland Technical High School

For too many Americans, high school labor education consisted of little more than a lecture on the Wagner Act or the eight-hour day. High school students continue to receive only superficial exposure to the labor movement's effect on the political, social and cultural landscape. The information students do receive on the labor movement through electronic and print media is rarely sympathetic; often it is blatantly anti-union. It is hardly surprising, then, that most young people demonstrate little to no understanding of (or interest in) the role the labor movement plays in their own communities or the potential of unions to affect their own lives. When the staff at Oakland Technical High School (Tech) joined with the Bay Area labor community to develop

*Alice Burton is a research assistant at the Center for Labor Research and Education. She is also pursuing a doctorate in sociology at the University of California at Berkeley.

Labor Education Week (LEW), they were intent on filling this gap in high school education. They wanted to present labor issues in workshops, field trips, class room discussions, and films that would speak directly to students' personal interests and concerns.

The organizers and participants in LEW have brought creativity, enthusiasm, and diverse experience to the task of creating labor programs relevant to students' needs. Following is a description of some of the highlights of the LEW programs held at Oakland Tech for the past two years.

Each year several hundred Tech students — many of whom are also part-time employees in the fast food or retail industries — attend labor educator Joan Braconi's "Know Your Rights" workshops. There they learn what to do if their paycheck is late or withheld and that they can not be legally required to work two consecutive eight-hour shifts. Ms. Braconi informs students that if their rights are violated, they can and should contact the Labor Commissioner. She then tells them step-by-step how to go about filing a complaint. After one workshop, a student who works in a bakery said, "I never knew that I had so many rights." Another student commented that she learned that "I should stand up for my rights and get the pay I worked for . . . Don't let them push you around."

Students, curious about their work options after graduation, have the opportunity to talk with electricians, painters, linoleum layers, iron workers, sheet metal workers, carpenters, operating engineers, tile layers, and automotive



machinists during the Apprenticeship Career Day. Perusing tables displaying the tools of the building trades, students can try out the wrenches and compasses, and inspect various types of tile. Tradespeople are on hand to answer students' questions about their work, the schooling and training necessary to qualify for an apprenticeship, and the pay and benefits. Many students are excited to discover that they can learn a skill and be paid a decent wage while being trained. Interested students learn from the tradespeople that the reading and math skills they acquire in their Tech classes are a necessary qualification for apprenticeship programs.

LEW has taken students off of the school grounds on field trips sponsored by local unions. A group toured the Port of Oakland with several longshoremen. The students in two history classes where they had been studying the development of transportation visited, first, the Union Pacific Railroad and then United Parcel Service (UPS) with members of the Teamsters. Others from a journalism class explored a print shop with International Typographical Union representatives. A Tech parent, who is also an electrical worker and member of Service Employees International Union Local 790, took electronics students to the Bay Area Rapid Transit's Transbay Terminal. These field trips allow students to see organized workplaces where they can apply the skills they have learned in school. Seeing, first-hand, the results of complex electrical work by BART workers in the Transbay Terminal or the strategic coordination of a fleet of UPS trucks, the students now have a clearer understanding



of how they can apply their high school education and further training.

These events are just three of a series of LEW activities that illustrate the objective of LEW: to expose students to the labor movement through distinctive, memorable activities. Judging from students' enthusiastic reception, LEW succeeded at its primary goal. The program has been highly successful by other measures also: the active participation and generous financial support from the labor community, the use teachers made of labor presentations in more than 126 class periods,* and the survey results which indicate that students learned and enjoyed the programs.

Having observed this successful program in action for two years, we are concerned both with describing LEW at Tech, and exploring what makes it work. The first part of this report will discuss LEW at Tech, drawing on examples from both years of the program. In the report's second half, some practical suggestions will be offered for union representatives and educators who might be interested in organizing a similar event themselves. While Labor Education Week at Tech was a relatively large scale and time consuming program to develop for a single school, teachers and labor representatives can pick and choose among these suggestions to design a program that is appropriate for their own school and community.

*This figure represents the number of classroom presentations in 1989. This means that student audiences totalled 3,760. (Many students, however, were exposed to multiple presentations.)

Part I: A Week of Labor Education at Oakland Technical High School

The success of LEW at Tech can be attributed to the support and active participation of the school and labor community. Tech's coordinator, Dorothy Lindsay, who is a long-time union member and educator, was particularly suited to the task of involving union people, teachers, students, parents, and school staff in all phases of the project. Tech's principal, Dennis Chaconas, also a union member, gave Labor Education Week his stamp of approval and was involved from the beginning. When the project was questioned as being too partisan on the side of labor, Mr. Chaconas responded that "business has traditionally had an open invitation to come into the schools, I'm glad to see the unions are finally getting a chance." Agreeing with Mr. Chaconas' sentiment, Tech's Parent-Teacher-Student Association (PTSA) consistently offered their full support to LEW planners. Several parents arranged field trips to their workplaces and accompanied students on the tours. Teachers and students formed their own committees early in the planning stage to determine their preferences from the array of films, presentations, and performances that were proposed.

Beginning a year in advance of the first LEW, representatives from the United Teachers of Oakland, AFT; the Alameda Central Labor Council; the ILWU; Local 70, IBT; Merritt College Labor Studies Department; and the University of California at Berkeley's Center for Labor Research and Education (Labor Center) met with Lindsay once a month. Together they organized fund raising, outreach, and publicity. The careful planning of these labor people paid off in the multiple, varied presentations offered by unionists and in the financial support made available to Tech. Union representatives made over 91 presentations in the first year of

LEW and paid for, among other things, a labor collection for the library and buses for field trips. Additionally, through the urgings of the United Teachers of Oakland, the CFT agreed to donate clerical time to the project. In the following year less organization was necessary, however volunteers and financial support from the unions were maintained at a comparable level.

The participation of the school and unions in LEW contributed not only to a smoothly-run, well-funded event, but also to an innovative blending of the Tech curriculum, unionists' experience, and students' interests. In the planning stage, union representatives submitted a list of presentations, films, or field trips they would sponsor to teachers who, in turn, selected the activities that were most appropriate for their classes. In many cases, unionists and teachers collaborated to refine the presentations for the class or to prepare students for the new material. (For a more detailed description of this joint planning, see Part II of this Report.) The result was often creative: a French class listened to Frank Pottier, an iron worker and native of France, deliver a bilingual talk on his work and unionism; representatives from the Labor and Occupational Health Program (LOHP) engaged students in a discussion of VDT hazards in a computer class; several economics classes came together to view and discuss a documentary on child labor in Thailand's garment industry. San Francisco State University's Peter Donohue, who presented the documentary, explained the connection between the inhuman working conditions in the third world and the U.S. trade deficit.

The collaboration between Tech's teachers and union representatives enhanced classroom teaching while communicating the goals of the labor movement to students. These public school teachers who do not have budgets for speakers, films, field trips, or even photocopying welcomed the infusion of activities and materials offered by the unions. As union members, many Tech teachers are already friendly to the goals of LEW; however, their participation was heightened when they saw the contribution the materials and presentations made to their existing curriculum. Union representatives working with teachers, were able to effectively express the labor movement's commitment to safe working conditions, equitable trade policy and international solidarity among workers by linking these goals to subject matter familiar to students. Students were better able to

understand labor's social and political goals when they saw the connection, for example, between their own word processing training with a VDT screen and unions' attempts to win rest periods or reassignments for operators.

In at least one case, this collaboration between Tech teachers and labor representatives extended well beyond the week of labor activities. Betty Szudy, a labor educator from U.C. Berkeley who discussed workplace hazards with several science classes, reports that a teacher was very enthusiastic about her talk. Soon after LEW, this science teacher began attending the class in Occupational Health Issues that the LOHP staff teaches through the Merritt Labor Studies Program.

LEW organizers also tried to appeal to students' needs and interests outside of classroom curriculum. As noted earlier, the students' need to know their legal rights and employment options was addressed in the "Know Your Rights" workshops, "Building Trades Apprenticeship Career Day," and field trips. School staff, having a good sense of the music, humor, and movies students appreciate, also planned entertainment that tied in labor movement themes. In the program's first year, the popular Bay Area rapper, Dominique De Prima, joined the Freedom Song Network in the opening day kick-off rally to entertain LEW participants. Kerrigan Black, a member of the musician's union, performed Black history and labor songs and talked with students about the value of his union. Hundreds of students who viewed the then newly-released film, *Matewan*, learned of



the struggles of the United Mine Workers to organize against mine owners and racism in a West Virginia community during the thirties. Students, who might not be reached in a classroom discussion of labor history, were exposed to what unions do through a variety of stimulating and thoughtful performances.

Tech, which has a racially and ethnically diverse student body, faculty, and staff, emphasizes the contributions of immigrants and people of color in classes, posters, and celebrations. LEW participants, sensitive to the school's active commitment to racial and ethnic equality, wanted to highlight the labor movements' role in civil rights. Several presentations by unionists demonstrated the linkage. Al Browning, director of the Merritt College Labor Studies Program, told surprised students that Martin Luther King Jr. had been supporting the AFSCME sanitation workers strike in Memphis when he was assassinated. History students listened in rapt attention to David Bacon, formerly with the United Farmworkers, who explained that the first farmworkers in North America had, in fact, been slaves. He then told the story of farmworkers' struggles in California's Central Valley that have been waged by various ethnic groups united together. A student commented on Mr. Bacon's presentation: "I learned who built America. I never knew that the Chinese, Filipinos, and Japanese played an important role in the nation's construction." Many of Tech's students, whose parents were involved in civil rights movement or who are first or second generation Asian or Latin American



immigrants, were able to better understand the labor movement through presentations that related these themes.

A labor representative from the A. Philip Randolph Institute, Linda Joseph, describes the effect that her presentation on the labor and civil rights leader had on students:

"As I talked to tenth and eleventh grade students about Mr. Randolph, they were astounded. . . . They were also a little confused when I told them that he was the true father of the civil rights movement in the United States, and that he, not Dr. King, had organized the 1963 March on Washington."

Students' surprise was transformed into a deeper understanding of the interdependence of the civil rights and labor movements when Joseph conveyed Randolph's joint commitment to racial integration and labor organizing. Joseph evaluated her experience at LEW: "Labor history, like that of blacks, women, and the American Indian, is woefully neglected in the regular school curriculum. The students didn't even realize that public education came about as the result of the lobbying efforts of labor. Every reform gained in this country has come about as a result of a struggle, and the labor movement has led the way."

The labor presentations discussed above are only a sampling of the resources offered to teachers and students throughout the two years of LEW. During this busy week, a Tech student could hardly avoid participating in at least some aspect of labor education. However, rather than avoiding events or passively observing, as is often the case in high school classes, students have participated eagerly. Students want the crucial information about their working rights and career options, dialogue with enthusiastic unionists in their classes, and the pleasure of music, movies, and jokes. Union representatives, teachers, and staff who sought to integrate activities with existing curriculum and appeal to students' interests ensured that LEW would be effective in getting labor's message across. Almost 80% of the students surveyed at the end of the first year reported that they would like to be involved in a union in the future. One student echoed his peers' interest in unions when he said, "The thing that struck me the most is that these people in the unions are ordinary people who felt that they deserved something better and decided to do something about it."

Going into its third year of LEW, its planners and

participants are hopeful that they have started a tradition at Tech. The long-term goal of the project has been to build an ongoing, institutional partnership between Tech and local unions. LEW organizers are hopeful that teachers and staff will continue to work with unionists to integrate labor studies with the comprehensive curriculum, and that unions will continue to assume sponsorship for field trips, assemblies, and class room activities. For an effective partnership between unions and schools to continue, the organizers agree that it would be advisable to establish a permanent, part-time coordinator for LEW. Whether the job falls to a union organizer with an interest in education or a teacher who is also an active unionist, it is crucial that the coordinator be sensitive both to the realities of the high school and local unions.

Labor has an important role to play in the public schools. After coordinating LEW for two years, Lindsay articulated labor's centrality to the educational process:

There's lots of talk in education circles about self-esteem for students Teaching students about dignity, solidarity, and their own worth as workers and students—that is self-esteem. The labor movement has more to teach students about self-esteem than any commission.

Corporations, such as AT&T or IBM, have established their presence in schools, such as Tech, by setting up special programs and academies for tracked students. Local unions can also play a part in schools through contributing to the curriculum and designing special events. LEW, the product of careful planning, generous donations, and the energy of countless participants provides a ready model for local unions' continuing presence in the schools. Furthermore, because LEW has been so successful, organizers think it is possible that it could be partially funded by state and federal monies available for enhanced educational programs. In fostering this alliance between labor and the schools, local unions are making a valuable contribution to the education of Tech students.

Part II: How-To Develop a Labor Education Week in Your School

This section will examine the organization and logistics of LEW. The first LEW, taking over a year to organize, will serve as model for this "how-to" section. The planning for the first year of LEW was elaborate because, as a new project, it was important to promote it among both the labor community and school. By the second year, the planning and activities fell into place with far less effort. The program design that follows, including organizing, joint planning, and follow-up evaluation, can be amended or expanded to fit individual school's needs. Sample forms and letters in the Appendices illustrate the steps which led up to the event.

Getting Started

The first step organizers must take to get LEW off the ground is to gain the support and participation of the school(s) and local unions. A strong base among teachers—preferably those who will benefit directly by such a project—must be in place or developed at the onset. The school principal and the PTSA should also be consulted in the beginning for endorsement and involvement. Similarly, networks within the labor community must be cultivated and interested union representatives should participate in initial planning. The initial project proposal [Appendix A] at Tech came out of early talks between union and school organizers and was made available to all of these participants. The proposal was subsequently updated and refined through the course of planning.

Exactly where one starts depends upon a number of factors, perhaps the most important of which is the organizers' primary base of support. If organizers are af-

filiated primarily with the labor community, then a decision must be made as to whether to concentrate on organizing at a particular school site or in an entire school district.

Organizers of Tech's LEW chose to concentrate on the one school site based on their belief that projects which are initiated with the active involvement of classroom teachers and students are far more creative and better address the needs of the students. Unfortunately, projects devised at the district level often focus solely on events outside of the classroom or simply fail to get off the ground. Therefore, organizers of Tech's LEW chose to develop support within the school and seek the endorsement of the local school board only after the event was well in place. At that time, the Superintendent of Schools and local school board members, speaking at a kick-off rally and press conference, enthusiastically endorsed and pledged their support for LEW.

If the organizers' base is principally in a school or school district, then a good starting point for building labor support would be the teachers' union. Meetings should be arranged with representatives from the local labor bodies and, at the same time, with labor studies programs at colleges and universities in the area. Besides arranging for endorsements and fundraising, organizers will find that some local unions and individual trade unionists will have a special interest in labor-in-the-schools programs. These unions and individuals will play a pivotal role, serving as a working committee to meet with teachers and students.

Wherever the organizing effort begins, it is important



to stress that LEW organizers are building a partnership. As such, the needs of the school, community and the labor unions must all be taken into account, and organizing in all areas must proceed along parallel lines. The principal organizers (or coordinator, if there is one) must, therefore, be good listeners, mediators, and jugglers. As soon as possible, representatives from all interested parties—teachers, students, administrators, trade unionists, labor educators—must be brought together to meet, to share in one another's enthusiasm and to commit time and energy to the project's success.

The questionnaires [Appendices B and C] were distributed early in the planning to both teachers and union people to gauge their interest in specific subjects and willingness to contribute to the project.

Joint Planning

Once the support from the school and labor community is arranged, representatives from the various organizations should form committees. Tech's coordinator met once a month with representatives from labor unions and education programs. These representatives not only solicited money from their unions, but identified union staff who would be able to give presentations and lead workshops. Teachers, active in their union and/or experienced in labor education, made up a school-based committee. They brainstormed a list of needs they had for classroom presentations and resources, including videos, books and field trips.

Teachers were encouraged to think beyond the familiar. What could union speakers do or demonstrate in a commercial foods class? How about a drama class? Ideas began to flow. Then, in a working committee meeting involving both teachers and union representatives, needs and inspirations found their partners—yes, someone had a contact with the restaurant workers union; perhaps a chef could whip something up with the students while discussing job security, workplace hazards and the benefits of a union. Another member of the working committee had a contact with someone in labor theater who might be willing to lead a workshop or two for the drama classes.

From the other direction, a trade unionist wanted to

know if any class would like a speaker and a video on child labor in Thailand's garment industry. Several history teachers immediately responded in the affirmative, asking if the speaker could also make reference to the garment industry in the U.S. at the turn of the century and the current situation in Bay Area sweat shops.

This kind of collaboration takes time to develop. A coordinator should keep track of suggestions and proposals, follow through with phone calls, and work to pin down commitments. The results will be not only imaginative topics for classroom presentations, but unusual field trips and well-received performances, films and videos.

A subcommittee was also established to make recommendations of books to purchase for a labor education collection in the school library and for a class set of books to accompany the school's U.S. history textbook. Working from an enormous annotated bibliography and from recommendations of the working committee, the subcommittee reviewed each book and then made suggestions, keeping in mind the interests and diversity of the student body.

At the same time, Tech organizers worked with students developing a leadership committee to provide input for LEW and to promote the project among their peers. Tech's principal worked with the school board to gain funds for substitute teachers who replaced Tech teachers involved in field trips. Though the committees did not develop a formal needs survey for students for LEW, it is probably advisable. Using a student committee and informal interactions with



students to determine their needs and preferences, Tech's staff had a fairly good idea of what they would find useful and entertaining. However, to get a balanced and representative picture of students' concerns a formal needs assessment is recommended.

The coordinator's (though this task can be shared by several people) primary responsibility before LEW is to integrate the efforts of all of the participants. Ensuring that labor representatives and teachers jointly plan classroom presentations involves multiple correspondence, phone calls, and meetings of the working committee. [For examples of fundraising and general outreach correspondence to labor representatives, see *Appendices D, E, F, and G.*] In some cases, unionists and teachers collaborated on their own; but frequently, the coordinator facilitated this interaction.

Six weeks prior to LEW, the coordinator compiled a list of speakers and a description of topics, an annotated list of videos and films available during the week, and a description of special events—including field trips, the Building Trades' Career Day, musical performances, and the kick-off rally. This was distributed to all staff members along with a response form [*Appendix H*].

Several receptions to introduce unionists to teachers and students were held at the school, with refreshments prepared by the home economics classes. At a reception and "workshop" held several weeks prior to the actual event, individual teachers and labor speakers met, and the time-consuming process of scheduling speakers began. Trade



unionists were able to express their concerns about speaking before groups of teenagers and about the appropriateness of their material. Teachers responded, providing encouragement and hints as to how to involve students in a given topic by drawing connections to the students' own lives. [Appendices I and J are invitations from the first and second year of LEW].

At these events, teachers and union speakers literally shaped the presentations. A trade unionist speaking on the history of collective bargaining wanted to know what the economics teacher had covered thus far in the class. An English teacher who was going to be reading Steinbeck's *Grapes of Wrath* with her class, wanted to know if anyone could provide some historical background for the students. A trade unionist immediately volunteered, along with a performer who agreed to sing some dust-bowl ballads. And many teachers, overhearing someone talk about a presentation, arranged for additional speakers.

Teachers and union speakers were given calendars [Appendix K] to be filled out at the reception with copies to be left for the organizer. Approximately two-thirds of the 91 speaking engagements were arranged at the reception. The remaining one-third were arranged by a tedious process of phoning union speakers and visiting teachers in their classrooms. The coordinator's role at the reception and over the phone is much like that of a host, introducing teachers and unionists who had expressed an interest in collaboration. Finally, just days before the LEW kick-off, a master list of activities—speakers in the classrooms, field trips, performances, career day—was made available to all participants. [Appendix L is a sample of the Master List.]

Coordinating The Event

Several features of LEW that were visible during the week of events contributed to its logistical success. Though activities occurred in classrooms, on field trips, and in auditorium performances, LEW's headquarters were physically based in the school library. There, participants found information on the program, students who served coffee and rolls, and a comfortable lounge in which they could linger. Having a base makes a LEW event more visible and communication between participants easier. The organizers

were then free to talk with the press who visited LEW and take care of any last-minute changes.

Organizers made LEW an exciting, visible presence throughout Tech's classrooms, halls, and auditoriums. Labor education was literally transformed from a dry, academic subject into a dynamic process of dialogue, humor, and music between students and presenters. Banners and eye-catching signs appeared around the school, promoting workshops, career day, and labor themes. [See *Appendices M, N, O and P.*] Media coverage of the event included local and various labor newspapers, as well as a segment on a local Public Broadcasting System labor series. Press coverage, besides generating excitement in the school, has the potential to attract broader support from community, education, and labor groups for future events. [Appendix Q is an example of press coverage.]

Evaluating LEW

After the week was over, LEW's coordinator compiled a resource list of the contributions of films and books to the schools' library. She also added all of the speakers' names and their topics to the list for teachers' reference throughout the year. This information is now available together in the form of a resource guide (*Appendix R*), and also serves as a starting point for planning future LEW's.

Anticipating the need for some evaluation of LEW, organizers asked a university student to develop a survey and interview format for students, teachers, and unionists in the program's first year. The quotes from students that appear in this guide were gathered from this early study. The information received from the survey and interviews points to the programs' success. However, the survey also reveals that students at Tech have a higher level of familiarity with union members and the role of unions than do many other U.S. high school students. The students at Tech may be more responsive to labor activities than other high school students. It would be advisable when preparing a needs survey for students to ask them about their knowledge of unions before planning events. Labor representatives can better construct presentations appropriate for students when they have access to this information. [Survey design and results are in *Appendices S, T, and U.*]

The Labor Center Staff felt that the Center's most important role in the evaluation effort would be to publish a written account of Tech's LEW, which might serve as a guide for trade unionists, teachers, students and parents who would like to organize a similar event in their school or community. This guide to LEW is, as you might have guessed, the final result of that process. We hope that it proves a useful tool and impetus for your own labor education project.

NOTE: *The Labor Center would like to contribute to the on-going process of organizing labor events in the schools by serving as a conduit for information. Any questions people would like to direct to the Coordinator of LEW at Tech can be directed to the Labor Center. We will forward them to Dodie Lindsay.*

Appendix A

OAKLAND UNIFIED SCHOOL DISTRICT

OAKLAND TECHNICAL HIGH SCHOOL

4351 Broadway
Oakland, California 94611
415/638-5100

June 30, 1987

Dear

The next meeting of the sponsors of "Labor Education Week" at Oakland Tech will be Wednesday, July 22nd, 2 p.m. at the ILWU Local 6 Hall, 99 Hegenberger Road.

I have enclosed a revised draft of the original proposal, but I'm afraid that it's already out-of-date. Each meeting with a labor representative or Tech staff member provides me with additional ideas for activities, fieldtrips and funding sources. The proposal will need a final updating after the July meeting. Please note that the date for the kickoff has been changed to Thursday, September 17th due to the preparations for the Central Labor Council Picnic and the opening of school.

As well as finalizing the proposal and project time line, we must plan outreach to the union locals and membership and to the Tech staff. I have invited the heads of the Social Sciences Department, the Engineering Program and the Health Academy at Tech to join us so that we can begin to develop a coordinating body.

I hope to see you on the 22nd. Please don't hesitate to call me at Tech, Tuesday through Thursdays, or at home, 658-1974.

Sincerely,

Dodie Lindsay
Outreach coordinator

PROJECT TITLE:

Labor Education Week at Oakland Tech - Spring 1988

BACKGROUND:

A week of activities and lectures focusing on the past and present contributions of the U.S. trade union movement, with a special focus on local unions representing health care, transport and longshore workers.

Developed and presented in cooperation with the Alameda County Central Labor Council, International Longshoremen's and Warehousemen's Union, International Brotherhood of Teamsters, Local 70, Merritt College Labor Studies Department, and the Center for Labor Research and Education, University of California.

PROJECT OBJECTIVES:

Labor History Week at Oakland Tech is the first step of a long range plan to integrate labor studies with the comprehensive curriculum and to build an effective partnership between Tech and local unions. Such a partnership will include annual sponsorship of field trips, assemblies and classroom activities. The project will enable Oakland Tech to take a giant step forward in incorporating those sections of the new California social sciences framework dealing with the role of trade unions and collective bargaining into its social science curriculum. The program will also serve as a model for other public schools throughout the Bay Area.

NEED FOR PROJECT:

Current curricula in secondary schools pay scant attention to the many gains that unions have won for all working people, whether union members or not. Our children learn little or nothing about organized labor and its contributions to the development of this country. The information students receive about the labor movement from the print and electronic media and from business organizations is many times blatantly anti-union.

Better understanding of the role of labor can be accomplished by the active participation of local unions and labor bodies in school programs. The U.S. labor movement has always been a constructive champion of better schools. Unions and workingmen's parties in the first half of the Nineteenth Century were determined that the promise of American democracy should be fulfilled in terms of equality of opportunity and the uprooting of class privileges. Universal suffrage, the abolition of imprisonment for debt and reform of the militia system by which the wealthy could buy their way out of military service were all among the early labor demands which have since become accepted parts of American democracy. One of the deepest convictions of all among these early unionists was that the responsibilities of a democratic society make it imperative that all citizens be educated.

A partnership between local unions and Oakland Tech follows in this rich tradition of the U.S. labor movement's campaign for universal free public education and its ongoing commitment to help build better schools.

PAGE 2 -- Labor Education Week

Of even greater importance to students is how organized labor will affect their future -- what they choose to do in life, where they work, and the conditions of that employment. Local unions have an important role to play in helping prepare students to choose careers and to be better consumers as well as better-informed citizens

PROJECT ACTIVITIES:

In the classroom --

- "Costing a Contract" - Math
- "Occupational Health and Safety Issues" - Health Academy/Science
- "Workingclass Literature" - English
- Various Topics from Labor History - Social Sciences
- "Labor Songs" - Music
- "Bay Area Apprenticeship Programs" - Career's Workshop
- "Labor Law -- Case Studies" - Social Sciences
- "Labor Theatre" - Drama
- An exhibit of art by and about working people - Fine arts

Field trips --

- Port of Oakland - hosted by ILWU
- Local Hospitals - hosted by SEIU and OPEIU
- UPS Terminal and Railroad Yard -- hosted by Teamsters, Local 70
- Tour of San Francisco historic murals

Assembly --

- "Labor Theatre and Songs"

Reception and Kick-off Event --

Tentatively scheduled for THURSDAY, SEPTEMBER 3, 1987, 5 - 7 p.m.
An evening for labor representatives and staff, students and parent participants to meet one another. This social event will also help to recruit participants for Labor Education Week.

INITIAL SET-UP AND PERSONNEL:

Oakland Tech will provide a part-time staff member to help coordinate the week's activities, solicit participants, arrange field trips, outreach to press, and seek funding. We will require the support and assistance of all sponsors.

PROJECT TIME LINE:

June 31, 1987	-- all sponsors committed
July 1 to Aug. 31, 1987	-- outreach to locals; meetings with selected department heads; funding proposals submitted
Sept. 3, 1987	-- kick-off reception
Sept. 1 to Nov. 30, 1987	-- monthly meetings of Tech personnel and labor liasons; speakers identified; field trips scheduled; assembly scheduled
Dec. 1 to Jan. 31, 1988	-- calendar of events confirmed; outreach to press; school site and district-wide promotion
Feb. 1988	-- Labor Education Week -- date TBA

PAGE 3 -- Labor Education Week

PROJECT BUDGET:

Item	Cost
Program Coordinator	*
Assemblies: theatre groups, musicians for 2 consecutive performances	1600.00
Expenses for speakers (Honoraria to be arranged by local sponsors)	200.00
Classroom and library materials for permanent collection	3000.00
Field trips: (4) Transportation and substitutes	1650.00
Reception food	200.00
food preparation	*
Publicity postage	*
duplication	*
printing	150.00
Videotaping crew	*
tape	100.00
TOTAL	\$6900.00

* item funded by Oakland Tech

PAGE 4 -- Labor Education Week

DRAFT FUNDING PROPOSAL:

Joint Council 7 Teamsters	\$ 500.00
ILWU	500.00
Alameda County Central Labor Council, AFL-CIO	500.00
Labor law firms -- contributions averaging \$75.00 each	500.00
Locals	2000.00
Western Conference of Teamsters	700.00
California Federation of Labor	700.00
Foundations	1500.00
TOTAL	\$6900.00

Labor Education Week at Oakland Technical High School February 22-26, 1988

What is Labor Education Week?

A week of activities and lectures at Oakland Technical High School focusing on the past and present contributions of the U.S. trade union movement, with a special focus on local unions representing health care, transport and longshore workers.

Labor Education Week is the first step in a long range plan to integrate labor studies into the curriculum and experience of students at Oakland Tech and to build an effective partnership between Oakland Tech and local unions.

Project activities include:

- **Speakers in the classroom** on subjects ranging from *Labor History* to *Why Players' Unions*; role playing on *Costing a Contract*; and demonstrations in the fields of *Music and Theatre* and *Commercial Food Preparation*.
- **Field trips** sponsored by union locals to the Port of Oakland, the railroad yards, local hospitals, S.F. murals and the Golden Gate Bridge.
- **Assemblies** featuring local labor theatre.
- **Building a permanent collection** of films, videos, books and lesson plans on topics covering the U.S. trade union movement.

Who is sponsoring the project?

Labor Education Week is being developed by United Teachers of Oakland, AFT Local 1 and the staff of Oakland Technical High School. Because of this, it has the full support of the:

- Alameda Central Labor Council, AFL-CIO
- International Longshoremen's and Warehousemen's Union
- International Brotherhood of Teamsters, Local 70
- Merritt College Labor Studies Department
- Center for Labor Research and Education, University of California

How can you get involved?

☐ YES, I would like to participate in Labor Education Week.

Name and Department _____

I would be interested in:

having a speaker or demonstrator on:

- | | | |
|--|---|--|
| ☐ Costing a Contract | ☐ U.S. Labor Fiction | ☐ Why a Players' Union? |
| ☐ Labor Songs and Theatre | ☐ Topics of Labor History | ☐ Labor and Civil Rights |
| ☐ Labor Law—Case Studies | ☐ Occupational Health & Safety | ☐ Apprenticeship Programs |

☐ the topic of: _____

participate in:

- ☐ a demonstration of _____
- ☐ a field trip to _____
- ☐ an art exhibit, showing or performance of _____

Help:

- ☐ by attending future preparatory meetings for Labor Education Week
- ☐ _____

For more information, see or leave a message for Dodie Lindsay at Oakland Tech

Labor Education Week at Oakland Technical High School February 22-26, 1988

What is Labor Education Week?

A week of activities and lectures at Oakland Technical High School focusing on the past and present contributions of the U.S. trade union movement, with a special focus on local unions representing health care, transport and longshore workers.

Labor Education Week is the first step in a long range plan to integrate labor studies into the curriculum and experience of students at Oakland Tech and to build an effective partnership between Oakland Tech and local unions.

Project activities include:

- **Speakers and demonstrators in the classroom** on subjects ranging from *Costing a Contract to Labor History* to demonstrations of commercial food preparation.
- **Field trips** sponsored by union locals to the Port of Oakland, the railroad yards, local hospitals and the Golden Gate Bridge.
- **Assemblies** featuring local labor theatre.
- **Building a permanent collection** of films, videos, books and lesson plans on topics covering the U.S. trade union movement.

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- Alameda Central Labor Council, AFL-CIO
- International Longshoremen's and Warehousemen's Union
- International Brotherhood of Teamsters, Local 70
- Merritt College Labor Studies Department
- Center for Labor Research and Education, University of California

How can you get involved?

We are looking for speakers, writers, performers and artists from labor or labor studies who would like to work with students and staff at Oakland Tech.

Union locals or organizations may wish to participate by sponsoring a particular activity or by helping to make the project a success with a donation of funds, materials or services.

Individuals who wish to speak on a topic of their choosing should fill out the form below and return it to Oakland Technical High School.

☐ YES, I/we would like to participate in Labor Education Week.

Organization/Local _____

Name or contact _____

Address _____

Phone (day) _____ (eve) _____

I/we would like to:

Speak out:

- | | |
|---|---|
| ☐ Costing a Contract | ☐ U.S. Labor Fiction |
| ☐ Why join a union? | ☐ International Labor Solidarity |
| ☐ Labor Law—Case Studies | ☐ Occupational Health & Safety |

☐ the topic of: _____

Organize:

☐ a demonstration of _____

☐ a field trip to _____

☐ an art exhibit, showing or performance of _____

Help:

☐ by donating the following materials or services: _____

☐ by a donation of funds, in the amount of: _____

For more information, please call or write Dodie Lindsay, project coordinator, at:
Oakland Technical High School, 4351 Broadway, Oakland, CA 94611 415 658-5300



October 13, 1988

Dear Brothers and Sisters:

In February Oakland Technical High School and the United Teachers of Oakland, AFT Local 771, held its first Labor Education Week. It was a smashing success. It has now become an annual event at Oakland Tech and we are once again organizing speakers and special events for our Second Labor Education Week, scheduled for the week of January 9 through 13, 1989.

The entire project is, of course, made possible by the contributions of local labor bodies and individual trade unionists. We are writing to ask your union or organization to make a contribution to help us meet this year's fundraising goal of \$3000.

The project is supported by the Alameda County Central Labor Council, AFL-CIO, the International Longshoremen's and Warehousemen's Union, the International Brotherhood of Teamsters, Local 70, Merritt College Labor Studies Department, and the Center for Labor Research and Education, University of California.

Last year, the money raised for the project was used to purchase over \$2000 worth of books on labor, currently housed in a special section in our library. We also purchased class sets of Milton Metzger's book Bread and Roses for our social science classes and have begun to build a collection of videos and films on a wide range of labor topics.

This year we would like to double our library collection, continue to purchase videos and films and help our performing arts department stage a production of Clifford Odets' play "Waiting for Lefty," which would serve as a focal point for this year's Labor Education Week.

Checks should be made out to Oakland Tech-Labor Ed, and sent to Oakland Technical High School, 4351 Broadway, Oakland CA 94611, attn: Dodie Lindsay.

For further information call Dodie Lindsay at 658-5300 or Al Rossi at 547-8211.

Thank you for your continued support.

In Unity,

Al Rossi
President, AFT 771

Dodie Lindsay
Tech Outreach Coordinator



Appendix E

OAKLAND UNIFIED SCHOOL DISTRICT

OAKLAND TECHNICAL HIGH SCHOOL

4351 Broadway
Oakland, California 94611
415 538-5300

August 17, 1987

Danny Beagle
ILWU
1188 Franklin
San Francisco, CA 94110

Dear Danny:

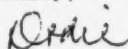
Thank you for your support for Labor Education Week at Oakland Technical High School. I have enclosed a copy of the call to participate addressed to labor bodies and labor studies departments.

The kickoff event is scheduled for Thursday, September 17th from 5 p.m. to 7 p.m. This event marks a shift from the project's initial planning stage to active outreach and implementation.

It also means that we need money for project activities. Your help in securing any contributions from the District Council or the International would be greatly appreciated. Checks can be made out to Oakland Tech - Labor Ed Week and sent to the above address c/o Dodie Lindsay.

Please don't hesitate to call me if you have questions.

In unity,



Dodie Lindsay
Outreach Coordinator

cc: Dennis K. Chaconas



January 9 - 13, 1989

What is Labor Education Week?

A week of activities and lectures at Oakland Technical High School focusing on the past and present contributions of the U.S. trade union movement. Labor Education Week was kicked off in February 1988 and is part of a long range plan to integrate labor studies into the curriculum and experience of students at Oakland Tech.

Proposed projects for 1989:

- * Speakers in the classroom
- * Stage production of Clifford Odets' Waiting for Lefty.
- * Special workshops on "Workers' Rights" and an "Apprenticeship Career Day"
- * Expanding our permanent collection of films, videos, books and lesson plans on labor topics

Who is sponsoring the project?

Labor Education Week is being developed by United Teachers of Oakland, AFT Local 771 and the staff of Oakland Technical High School. Because of this, it has the full support of the: Alameda Central Labor Council, AFL-CIO; the International Longshoremen's and Warehousemen's Union; the International Brotherhood of Teamsters, Local 70; Merritt College Labor Studies Department; the Center for Labor Research and Education, U.C.

How to get involved:

Organization/Local _____

Name or contact _____

Address _____ Phone(s) _____

I would like to speak to a class on the topic of: _____

I would like to help organize a: _____

For more information, call or write Dodie Lindsay at:
Oakland Technical High School, 4351 Broadway, Oakland 94611
658-5300



RE M I N D E R !

Our next planning meeting will be

THURSDAY, OCTOBER 29

7 P.M.

at Oakland Technical High School*

4351 Broadway

Agenda Topics:

- * Review confirmed participants/topics/fieldtrips
- * Final brainstorming and assignments for follow through with participants
- * Fundraising Update
- * Report from Tech staff participants
- * Discussion on media

Additional ideas for the agenda? Call Dodie Lindsay at Tech on Monday, Wednesday or Friday at 658-5300 or Al Rossi at the AFT office, 547-8211

- * Parking behind the main building; enter from 45th Street behind the main building. A sign will direct you to the meeting place.

Appendix H



December 9, 1988

TO: Staff

FROM: Labor Education Committee

SUBJECT: Sign up for Labor Ed activities -- January 9 - 13, 1988

Labor Education Week is coming and here's your chance to take advantage of some of the wealth of resources offered during the week.

Attached is a list of the special workshops, forums, assemblies and speakers available between January 9 and 13th. Some of the more popular events and speakers are overwhelmed with requests, so SIGN UP EARLY.

We will make every attempt to honor those requests returned to the office by WEDNESDAY, DECEMBER 14th. Remember, individual labor participants are available to speak in your classroom during the periods you request. Workshops, forums or assemblies (specified in the resource guide by *****) are scheduled for a specific date and periods and are available on a first come, first serve basis.

After the holiday break, we will have contacted the labor participants and given them your requests. We will return to you a tentative schedule. If you need to make further adjustments for date or periods, you will need to contact the speaker yourself. (Current phone numbers will be provided.)

A great many films will be available beginning January 3rd. An up-to-date film guide will be forthcoming. In addition, there are several curriculum guides, including scripted lesson plans, available. Finally, don't forget that there are class sets of Milton Metzger's book Bread and Roses available through the social science department and there's a Labor Education section in our Library.

RETURN THE SIGN UP SHEETS TO D. LINDSAY'S BOX IN THE MAIN OFFICE BY
WEDNESDAY, DECEMBER 14th.



January 9 - 13, 1989

SIGN UP

Instructor: _____

List in order of priority:

1. Topic: _____

For: (class) _____

Period(s): _____

2. Topic: _____

For: (class) _____

Period(s): _____

3. Topic: _____

For: (class) _____

Period(s): _____

***** Workshop Sign-Ups: (To date, includes "Know Your Rights", Freedom Song Network, Karrigan Black on "The History of Black Music and the World of Work," and the Building Trades Career Day. We hope to add an additional workshop presented by the A. Phillip Randolph Institute.)

Workshop: _____

For: (class) _____

Period(s): _____

(Not all workshops will be available all periods. See attached.)

Deadline: Wednesday, December 14 1989

Return to: Dodie Lindsay, Outreach -- box in main office

LABOR EDUCATION
OAKLAND TECHNICAL HIGH SCHOOL

January 9 - 13, 1989

RESOURCE GUIDE

** = includes film, video or music
***** = workshop or forum in to be held in Library

OCCUPATIONAL HEALTH AND SAFETY ISSUES:

INDUSTRIAL HEALTH and CAREERS IN INDUSTRIAL HEALTH:

Joel Schaffer
Services Employees Union Local 790
465-0120
Teacher reference: Marlee Knock

The following speakers are all from the Labor Occupation Health Program at U.C., Berkeley. They are very excited about speaking in your classes throughout the year:

STRESS MANAGEMENT:

Laura Stock
Labor Occupation Health Program
642-5507

Teacher references: Christine Dargahi
Pat Bayonne-Johnson

TOXICS IN THE WORKPLACE AND HOME:

** "Song of the Canary" video available in Science Dept.
Barbara Plog or Robin Baker
LOHP, U.C.

Teacher references: Kathy Keeran
Mary Tomczyk

AIDS:

Betty Szudy or Elien Askari
LOHP, U.C.
Teacher reference: Pat Bayonne-Johnson

CAREERS IN OCCUPATIONAL HEALTH:

Lela Morris or Robin Baker
LOHP, U.C.
Teacher references: Mary Tomczyk
David deLeeuw

OCCUPATIONAL HAZARDS:

Darryl Alexander and Anne Bracken
LOHP, U.C.

Teacher reference: Marlee Knock

LABOR HISTORY:

THE HISTORY OF FARM LABOR ORGANIZING:

** (can be a bilingual presentation in English/Spanish)

Video "Wrath of Grapes" available.

David Bacon

Former UPW staff member, currently Labor reporter

444-1615

Teacher references: Deirdre Snyder

Bob Lamming

THE 1912 LAWRENCE STRIKE:

** includes musical presentation

David Christiano

653-9964

Teacher references: Susan Drexler

Maryann Wolfe

THE GRAPES OF WRATH -- background to the Depression:

TBA

Teacher reference: Pat Clark

HISTORY OF THE BROTHERHOOD OF SLEEPING CAR PORTERS:

** (This presentation comes with a wonderful film and video; allow 2 class periods.)

Al Browning

Merritt College Labor Studies Program

Teacher references: Thaxton King

Susan Drexler

HAYMARKET AND THE STRUGGLE FOR THE 8-HOUR DAY:

TBA

Teacher reference: Maryann Wolfe

DR. MARTIN LUTHER KING IN MEMPHIS:

** Includes a short video.

Al Browning

Merritt College Labor Studies Program

531-4911

Teacher reference: Christine Dargahi

FROM RAGS TO RICHES:

** International competition among workers and communities. Includes a very moving video on the exploitation of teenagers in the Thailand clothing industry.

Dr. Peter Donohue, SFSU Labor Studies Director

FLINT SIT-DOWN STRIKES

** Introduction to film "Babies & Banners"

TBA

Teacher reference: John Bachert
THE 1934 LONGSHORE STRIKE:
Danny Beagle
Publicist, ILWU
775-0533
Teacher reference: Thaxton King

WORKPLACE RIGHTS, LABOR & CIVIL RIGHTS, WOMEN IN THE LABOR
MOVEMENT and LABOR SOLIDARITY

***** KNOW YOUR RIGHTS WORKSHOP:

Sponsored by Center for Labor Research & Education
Joan Barconi, U.C. Berkeley
** This will be presented as a workshop in the Library.
The tentative schedule is Monday, 1/9 during 5th and
6th periods on Thursday, 1/12 during 1st, 2nd, 3rd and
4th periods.

642-0323

Teacher reference: many, including Alva Gabriel

LABOR AND THE CIVIL RIGHTS MOVEMENT:

Leonard McNeill
San Pablo City Council member, former Ironworker,
currently project director for American Friend's
Service "Peace & Justice Youth Project"
237-2997
Teacher reference: John Bachert

WOMEN IN THE LABOR MOVEMENT:

Kathryn Haymes
Coalition of Labor Union Women-CLUW
465-0120
Teacher reference: Maryann Wolfe

INTERNATIONAL LABOR SOLIDARITY:

Franck Pottier
Ironworkers Union #378
638-2717
Teacher reference: Maryann Wolfe
Marietta Joe

LABOR MOVEMENT IN FRANCE: (can be a bilingual presentation)

Franck Pottier
(see above)
Teacher reference: Jeff Glaser

BLACK TRADE UNIONISTS IN SOUTH AFRICA:

Leo Robinson
International Longshoremen's & Warehousemen's Union #10
and Coalition of Black Trade Unionists (CBTU)
654-7351

Teacher reference: Eric Edgerly
WORKPLACE RIGHTS FOR IMMIGRANTS:
Pam Tau-Lee
Restaurant & Hotel Workers Union Local 2
864-8770
Teacher reference: Carol Younglove

LABOR SONGS: LABOR JOURNALISM & VIDEO

***** FREEDOM SONG NETWORK:
Contact: Jon Fromer
647-8585 or 383-2593
Teacher reference: George Spencer

A "Labor Rally" with songs of the civil rights and labor movements. Monday, 1/9 during 2nd and 3rd periods.

***** A HISTORY OF BLACK MUSIC AND THE WORLD OF WORK with
Karrigan Black.

Karrigan's highly acclaimed one-man show will be performed in the auditorium during 5th and 6th periods on Tuesday, 1/10 and on Friday, 1/13 during 3rd and 4th periods.

JOURNALISM & VIDEO:
** Includes both print and film medium
Ed Herzog
Producer: California Working and author
465-0120
Teacher reference: Tom Berridge

LABOR JOURNALISM:
David Bacon
Teacher reference: Tom Berridge

COLLECTIVE BARGAINING, COSTING A CONTRACT, PLANT CLOSURES, WHY JOIN A UNION?, HANDLING A GRIEVANCE

PLANT CLOSURES:
** Can include videos
Leanna Noble and Vivian Godwin
Plant Closures Project
834-5656 or 236-1142
Teacher references: Christine Dargahi & Sue Drexler

COLLECTIVE BARGAINING:
Al Browning
531-4911
Teacher reference: John Bachert

WHY JOIN A UNION?:
Joe Lucas and Abba Ramos
International Longshoremen's & Warehousemen's Union
775-0533

Teacher reference: Thaxton King

WHY JOIN A UNION and CAREERS IN NURSING:

Pat Ford
SEIU Local 616 (representing nurses at Highland)
452-2366

Teacher reference: Marlee Knock

HANDLING A GRIEVANCE:

(This is great if your students are interested in the
conciliation and mediation process..)

Joe Lindsay
Business Agent, ILWU Local 6
638-5605 or 658-1974
Teacher reference: Christine Dargahi

COSTING A CONTRACT:

A simulation for math classes.

Joe Lindsay
(see above)

Teacher references: Kevin Farey
Mildred Phillips
Bob Cryer

LABOR LAW -- CASE STUDIES:

We have many, many labor lawyers who are interested in
discussing case studies. These can be a lot of fun.

Lorrie Gray, Robert Bezemek, Ron Yank

***** BUILDING TRADES CAREERS AND APPRENTICESHIP PROGRAMS:

WEDNESDAY, January 11th. Second and third periods.
Limited to 100 students each period. Priority given to
Industrial Arts classes. Individual students may also sign
up with the counseling secretary.



ATTENTION: Trade unionists and labor community, Oakland Tech staff, students, parents
FROM: Labor Education Week Sponsors*
SUBJECT: KICKOFF TIME!

We're just beginning!

*You're invited to get in on the groundfloor
of preparation for
Labor Education Week at Oakland Tech.*

*Please join us at a working reception for
the labor community and Tech staff, students and parents
on Thursday, September 17th, 5-7 p.m.
Oakland Technical High School,
4351 Broadway, Oakland*

- ◆ meet and discuss resources for the classroom
- ◆ view curriculum materials, lesson plans, books & videos
- ◆ and enjoy live music and good food!

* Labor Education Week at Oakland Technical High School is scheduled for February 22-26, 1988.
It is sponsored by AFT Local 771, the Alameda Central Labor Council, AFL-CIO, International Longshoremen's and Warehousemen's Union, International Brotherhood of Teamsters, Local 70, Merritt College Labor Studies Department, and the Center for Labor Research and Education, University of California

*For more information or to volunteer, call Dodie Lindsay at Oakland Tech, 658-5300
or Al Rossi, AFT Local 771 at 547-8211.*

LABOR  EDUCATION
OAKLAND TECHNICAL HIGH SCHOOL

FEBRUARY 23-26, 1988



Workshop & Reception
for participants

Wednesday, January 20th
3:30 - 5:30 in the Library

* * *

Live music with the Freedom Song Network

Refreshments

Preview our new collection of books

* * *

Meet speakers and discuss presentations



Appendix K

KING, E.T.
ROOM 234

Please return this form to: Linda Lindsay



PERIOD	Tuesday Feb. 23	Wednesday Feb. 24	Thursday Feb. 25	Friday Feb. 26
"A" 7:30-8:24				
FIRST 8:30-9:24	LIBRARY LABOR SONGS	ROOM 234 1912 LAWRENCE Matewan Pt 1	ROOM 234 SLEEPING C. P. Matewan Pt 2	ROOM 234 1934 LONGSHORE Matewan Pt 3
SECOND 9:30-10:24	LIBRARY LABOR SONGS	ROOM 239 1912 LAW. Bay Area Apprenticeship Career Day	ROOM 239 SLEEPING C. P.	ROOM 239 1934 LONGSHORE
THIRD 10:30-11:30				
FOURTH 11:30-12:30	LIBRARY LABOR SONGS	Matewan Pt 1	ROOM 239 SLEEPING C. P. Matewan Pt 2	ROOM 239 1934 LONGSHORE Matewan Pt 3
FIFTH 1:24-2:18	ROOM 234 LABOR SONGS		ROOM 234 SLEEPING C. P.	ROOM 234 1934 LONGSHORE
SIXTH 2:24-3:18	ROOM 234 LABOR SONGS	ROOM 234 1912 LAW. Matewan Pt 1	ROOM 234 SLEEPING C. P. Matewan Pt 2	ROOM 234 1934 LONGSHORE Matewan Pt 3

Field trip

SPECIAL NOTE -- BENEFIT SHOWING OF JOHN SAYLES' "MATEWAN"
THURSDAY, FEB. 25, 7:30 PM -- Tech Library
\$5 Donation to Tech's Labor Ed Program

LABOR EDUCATION WEEK
MASTER CALENDER
 final update

Tuesday, February 23

- | | |
|--------------|---|
| "A" period | 1. Wolfe/Pottier
"Labor Solidarity" |
| First period | 1. Knock/Schaffer
"Industrial Health"
2. Bachert/Browning
"Collective Bargaining"
3. Drexler/Noble
"Plant Closures"
4. King, Clark/Freedom Song Network & di Prima
"Labor Songs"-- Library
5. Dargahi/Stock
"Stress"
6. Wolfe/Scipes
"Labor Solidarity"
7. Cryer/Lindsay
"Consumer Math--Costing a Labor Contract" |
| Second | PRESS CONFERENCE

1. Knock/Schaffer
"Industrial Health"
2. Drexler, Sims, King, Wolfe, Clark/Freedom Song
"Labor Songs"--Library
3. Bayonne-Johnson, Key/Stock
"Stress" -- (please choose a room to share) |
| Third | 1. Tomczyk, Keeran/Plog
"Toxics in the Workplace & Home" - (classroom?)
2. Spencer/Freedom Song Network & di Prima
"Labor Songs"
3. Glaser/Pottier
"Labor Movement in France"
4. Cryer/Lindsay
"Consumer Math--Costing a Labor Contract" |
| Fourth | 1. Bachert/Browning
"Collective Bargaining"
2. Key/Plog
"Toxics in the Workplace & Home" - (classroom?)
3. Drexler, King, Wolfe, Clark/Freedom Song Net.
"Labor Songs"--Library
4. Hoagland/Robinson
"Black Trade Unionists in South Africa"
5. Cryer/Lindsay
"Consumer Math--Costing a Labor Contract"
6. Snyder/Bacon
"Farmlabor Organizing" |

LABOR EDUCATION WEEK
MASTER CALENDER
 final update

Tuesday, February 23

- | | |
|--------------|---|
| "A" period | 1. Wolfe/Pottier
"Labor Solidarity" |
| First period | 1. Knock/Schaffer
"Industrial Health"
2. Bachert/Browning
"Collective Bargaining"
3. Drexler/Noble
"Plant Closures"
4. King, Clark/Freedom Song Network & di Prima
"Labor Songs"-- Library
5. Dargahi/Stock
"Stress"
6. Wolfe/Scipes
"Labor Solidarity"
7. Cryer/Lindsay
"Consumer Math--Costing a Labor Contract" |
| Second | PRESS CONFERENCE
1. Knock/Schaffer
"Industrial Health"
2. Drexler, Sims, King, Wolfe, Clark/Freedom Song
"Labor Songs"--Library
3. Bayonne-Johnson, Key/Stock
"Stress" -- (please choose a room to share) |
| Third | 1. Tomczyk, Keeran/Plog
"Toxics in the Workplace & Home" - (classroom?)
2. Spencer/Freedom Song Network & di Prima
"Labor Songs"
3. Glaser/Pottier
"Labor Movement in France"
4. Cryer/Lindsay
"Consumer Math--Costing a Labor Contract" |
| Fourth | 1. Bachert/Browning
"Collective Bargaining"
2. Key/Plog
"Toxics in the Workplace & Home" - (classroom?)
3. Drexler, King, Wolfe, Clark/Freedom Song Net.
"Labor Songs"--Library
4. Hoagland/Robinson
"Black Trade Unionists in South Africa"
5. Cryer/Lindsay
"Consumer Math--Costing a Labor Contract"
6. Snyder/Bacon
"Farmlabor Organizing" |

Tuesday, Feb. 23 - con't

Lunch

LABOR EDUCATION & VOTER REGISTRATION RALLY
Freedom Song Network and Dominique de Prima

Fifth

1. Key/Baker
"Toxics in the Workplace & Home" - (classroom?)
2. Drexler/Noble
"Plant Closures"
3. King/Lannon
"Why Join a Union"
4. Cryer/Lindsay
"Consumer Math--Costing a Labor Contract"
5. Snyder/Bacon
"Farm Labor Organizing"

Sixth

1. Keeran/Baker
"Toxics in the Workplace & Home" - (classroom?)
2. Drexler/Noble
"Plant Closures"
3. King/Lannon
"Why Join a Union"
4. Cryer/Lindsay
"Consumer Math--Costing a Labor Contract"

Wednesday, February 24

- First period
1. Bayonne-Johnson, Key/Szudy
"AIDS" (Classroom ??)
 2. Knock/Alexander & Bracker
"Hazards in Health Occupations"
 3. King/Christiano
"1912 Lawrence Strike"
 4. Bachert/McNeil
"Labor and Civil Rights"
 5. Dargahi/Lindsay
"Grievance Handling"
 6. Clark, Joe, Sims
Film--"Matewan"--auditorium
- Second
- BAY AREA APPRENTICESHIP CAREER DAY--Library
1. Bayonne-Johnson, Key/Szudy
"AIDS" (Classroom ??)
 2. Tomczyk/Morris
"Careers in Occupational Health"
 3. Knock/Alexander & Bracker
"Hazards in Health Occupations"
 4. Knock/Ford
"Careers in Nursing"
 5. King, Drexler/Christiano
"1912 Lawrence Strike"--Rm. 239
 6. Wolfe/Haymes
"Women in the Labor Movement"
- Third
- BAY AREA APPRENTICESHIP CAREER DAY--Library
1. deLeeuw/Morris
"Careers in Health Occupations"
 2. Clark/Taub
"Grapes of Wrath"
- Fourth
1. deLeeuw/Morris
"Careers in Health Occupations"
 2. Bachert/McNeil
"Labor and Civil Rights"
 3. Joe, Clark, Hoagland, Dickinson
Film--"Matewan"--auditorium
- Fifth
1. Hamner, Hoagland
Film--"Matewan"-- auditorium
 2. Drexler/Scipes
"Labor Solidarity"
- Sixth
1. King/Christiano
"1912 Lawrence Strike"
 2. Hamner, Hoagland
Film--"Matewan"-- auditorium
 3. Drexler/Scipes
"International Labor Solidarity"
 4. Lamming/Bacon
"Farmworker Organizing"

Thursday, February 25

Field trips	1. Cutter Labs	8:30-12:00 noon
	2. Mike Roberts Printing	1:30-3:15 p.m.
	3. Caldecott Tunnel	9:00-3:00 p.m.
"A" Period	1. Joe/Alexander or Robinson	
	"Black Trade Unions in South Africa"	
First period	1. King/Browning	
	"Brotherhood of Sleeping Car Porters"	
	2. Edgerley/Robinson	
	"Black Trade Unions in South Africa"	
	3. Joe, Clark	
	Film--"Matewan"--auditorium	
	4. Dargahi/Noble	
	"Plant Closures"	
Second	1. King, Drexler/Browning	
	"Brotherhood of Sleeping Car Porters"--Rm. 239	
	2. Edgerley/Robinson	
	"Black Trade Unions in South Africa"	
	3. Wolfe/Taub	
	Haymarket	
Third	1. Edgerley/Robinson	
	"Black Trade Unions in South Africa"	
	2. Wolfe/Taub	
	Haymarket	
	3. Lamming/Bacon	
	"Farmworker Organizing"	
Fourth	1. King, Drexler/Browning	
	"Brotherhood of Sleeping Car Porters"--Rm. 239	
	2. Joe, Clark, Hoagland, Wolfe	
	Film--"Matewan"--auditorium	
Fifth	1. Hamner, Hoagland	
	Film--"Matewan"--auditorium	
	2. Edgerley/Robinson	
	"Black Trade Unions in South Africa"	
	3. Wolfe/Taub	
	Haymarket	
	4. Berridge/Herzog	
	Labor Journalism & The Media	
Sixth	1. Hamner, Hoagland	
	Film--"Matewan"--auditorium	
	2. Edgerley/Robinson	
	"Black Trade Unions in South Africa"	

Friday, February 26

Field trip	1. Union Pacific Railroad Yard	8:30-12:00 noon
First period	1. Faray/Lindsay "Costing a Contract"	
	2. Dargahi/Browning "Dr. King in Memphis"	
	3. Joe, Clark, Sims Film -- "Matewan" -- Auditorium	
	4. Knock/Ford "Why Join a Union--Careers in Nursing"	
	5. Bachert/Taub Flint Sit-Down Strikes -- Babies & Banners	
	6. Younglove/Tau-Lee Immigrant Worker Rights	
Second	1. Wolfe/Christiano "1912 Lawrence Strike"	
	2. Knock/Ford "Careers in Nursing"	
Third	1. Phillips/Lindsay "Costing a Contract"	
	2. Glaser/Pottier "Trade Union Movement in France"	
Fourth	1. Joe, Clark, Hoagland, Wolfe, Dickinson Film--"Matewan"--Auditorium	
	3. Bachert/Taub Flint Sit-Down Strikes--Babies & Banners	
Fifth	1. King/Beagle "1934 Longshore Strike"	
	2. Bayonne-Johnson, Key/Askari "AIDS"	
	3. deLeeuw/Baker "Careers in Health Occupations"	
	4. Hamner, Hoagland Film--"Matewan"--auditorium	
	5. Wolfe/Taub Haymarket	
Sixth	1. King/Beagle "1934 Longshore Strike"	
	2. Prescott/Askari "AIDS"	
	3. deLeeuw/Baker "Careers in Health Occupations"	
	4. Hamner, Hoagland Film--"Matewan"--auditorium	

NEXT WEEK'S EVENTS

Know Your Rights Workshop Wednesday, March 2
Second Period, in the Library

Field Trips--BART Electrical Repair Shop Monday, February 29
--Port of Oakland Thursday, March 3
--UPS Terminal Thursday, March 3

PLEASE POST

Building Trades Career Day



Interested In An Apprenticeship
In One Of The Following Trades?

- Plumber
- Electrician
- Carpenter
- Ironworker
- Surveyor
- Roofer
- Sheet Metal
- Glazier
- Automotive Engineer

Find out what's involved:

See demonstrations, discuss requirements and application procedures

Wed., Feb. 24th

9:30 a.m. or 10:30 a.m.

in the Tech Library

Sign up with Ms. Graham in the Counseling Suite

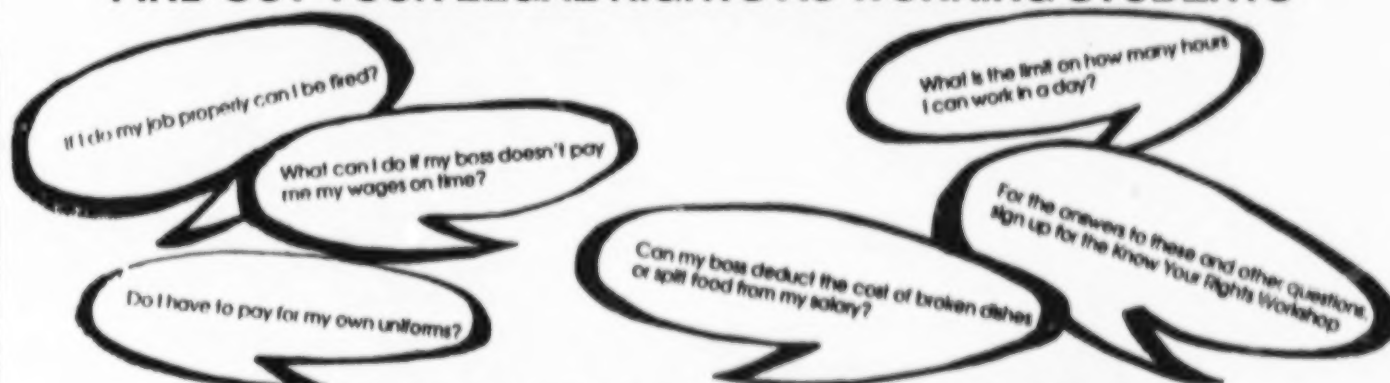
Sponsored by the Northern California Joint Apprenticeship Training Committee
in conjunction with Labor Education Week

WORKING STUDENTS

HAVE YOU EVER BEEN TREATED UNFAIRLY BY YOUR BOSS?

HAVE YOU BEEN CHEATED ON YOUR PAY?

FIND OUT YOUR LEGAL RIGHTS AS WORKING STUDENTS



Joan Braconi, author of *California Workers Rights: A Manual of Job Rights, Protections and Remedies* will explain your job rights and answer you questions at the

KNOW YOUR RIGHTS WORKSHOP

WEDNESDAY MARCH 2, 1988

9:30 a.m. LIBRARY

Sponsored by the Center for Labor Research and Education,
University of California at Berkeley

SIGN UP IN MS. GRAHAM'S OFFICE
IN THE COUNSELING SUITE

MS. GRAHAM
1111

PLEASE POST

UNIONS MEAN BETTER PAY

Weekly Earnings 1986

	UNION	NON- UNION
All workers 16 years and older	\$444	\$325
Machine operators, assemblers and inspectors	\$389	\$249
Administrative support, including clerical	\$399	\$285
Men	\$482	\$394
Women	\$368	\$274
Service employees	\$356	\$201
Precision production, craft repair	\$512	\$361
Technical and related support	\$404	\$309
Source: U.S. Dept. of Labor Employment and Earnings, January, 1987.		

PHOTO BY BILLY MARSHALL

LABOR EDUCATION
OAKLAND TECHNICAL HIGH SCHOOL

Jobs • Justice • Equality

FEBRUARY 23-26, 1988

Why USS-POSCO matters

See President's report, page 2



The DISPATCHER

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March, 11, 1988

Joint labor-school effort

'Unique' program brings labor into an Oakland high school's classrooms

OAKLAND—"It is unique. We don't believe there is another program like it anywhere. We'd like to see it done in schools everywhere."

The speaker is Al Rossi, president of United Teachers of Oakland, Local 771 of the California Federation of Teachers. The object of his praise is Oakland Technical High School's "Labor Education Week," a joint project of United Teachers of Oakland, the ILWU, the Alameda County Central Labor Council, IBT Local 70, Merrit College Labor Studies Department and the Center for Labor Research and Education at UC Berkeley.

The event, held last month, featured a wide range of activities, field trips and lectures aimed at familiarizing students with the past and present contributions of the US trade union movement. And organizers say it is just the first step in the school's plan to incorporate labor studies into the curriculum and to establish partnerships with local unions.

"Most students know little or nothing about the contributions of the labor movement," Rossi said. "Their textbooks are silent about the history of unions."



Joe Lucas, Local 10, describes Port of Oakland operations to Oakland Technical High School students.

RAPPIN' REGISTRATION

Starting the week on a festive note, the students were entertained by the Freedom Song Network and by local rapper and TV celebrity Dominique de Prima. At lunch time, students joined the performers on the school's front steps for voter registration.

Another highlight of the week was the Building Trades apprenticeship Career Day which featured demonstrations and presentations by members of the trades unions, including electricians, painters, ironworkers, carpenters and machinists.

"The trades sessions were very well received by the students," said labor week coordinator Dorothy Lindsay. "They learned what apprenticeship training is available, how to apply, and how their high school subjects will prepare them to participate. Most important, they got to talk with union craftsmen about their work and their training."

The "Know Your Rights Workshop" was another popular attraction and was conducted by Joan Braconi, author of *Workers Rights: A Manual of Job Rights, Protections and Remedies*. Answering such questions as "Can my boss make me pay for my uniform?" or "What can I do if I don't get my paycheck on time?" Braconi helped students to become aware of what their rights are as workers.

LECTURES, FILMS AND TRIPS

Throughout the week, some 37 volunteer speakers or speaker teams gave lectures and demonstrations in the classrooms on a variety of labor-related subjects. Costing contracts, toxics in the workplace, a history of collective bargaining, plant closures and labor and civil rights were just a few of the topics covered.

ILWU members were deeply involved in the Oakland Tech project. Local 10 President Joe Lucas, Local 34 Secretary-Treasurer Brian McWilliams and Information Director Danny Beagle escorted a group on a tour of the Port of Oakland; Local 6 BA Jim Ryder took a group through Cutter Laboratories; Local 6 BA Joe Lindsay taught a math class how to cost out a union

contract; and Beagle and International Representative Abba Ramos discussed the ILWU's history with several social science classes.

Students were also treated to showings of several labor-oriented videos and films, including "Song of the Canary," Miles of Smiles" and the critically acclaimed new film by John Sayles, "Matewan".

Other union-escorted field trips toured the Union Pacific Railroad Yards, the SF anchorage of the Bay Bridge, the UPS terminal, BART's electronics' repair shop. All trips were sponsored and paid for by local unions.

STUDENT REACTION

And what did the kids think of all this? Senior classman John Taylor thought it was "really great."

"It gives us a lot of choices," Taylor said. "I really don't know what I'm going to do after high school, so I'm finding out a lot of information here."

Taylor currently works part-time in a chocolate factory and makes \$5 an hour. He's happy with that—for now, but he's got his eye on the future.

"The last career day we had I got a lot of information from the Air Force, and I thought I was going to go there. And then I see this and I'm thinking, yeah, I should see what's up and make a decision at the end of the year."

Asked what he thought about unions in general, Taylor said, "I think it's a good way to protect the people who work. Unions get workers good days off, better pay, and less hassle from bosses. I believe in that."

"Labor Week" at Oakland Tech received generous support and assistance from Principal Dennis Chaconas and Oakland School Superintendent Joe Coto.



RESOURCE GUIDE

INTRODUCTION

Oakland Technical High School's LABOR EDUCATION WEEK in the Spring of 1988 marked the first step in a long-range plan to integrate labor studies into the school's comprehensive curriculum and to build a partnership between Tech and local unions.

The instructional objectives of LABOR EDUCATION WEEK include:

- * Developing an understanding of and an appreciation for the important role of unions in the social, political, and cultural life of the United States.
- * Providing information for students about the job market, particularly career requirements and work situations that will lead to better informed career choices.
- * Preparing students to be better citizens in a democratic society by being aware of their rights, especially in regards to work, civil rights, environmental protection, peace and international solidarity.

In addition, we hope to stimulate interest in labor activities and to provide a role model to other schools and schools districts.

This resource guide is a product of Oakland Tech's first LABOR EDUCATION WEEK. We hope that you will use it throughout the year and share it with others.

HOW TO USE THE GUIDE:

This Resource Guide includes:

- 1) a guide to local speakers, listed by topic.
- 2) a list of Coordinators for 15 Northern California Building Trades Apprenticeship Programs.
- 3) a current bibliography of books on labor available in Tech's Library.
- 4) a film guide.

Speakers and topics are based on classroom presentations during the 1988 LABOR EDUCATION WEEK. For more information or to determine the appropriateness of the topic and the speaker for your class, we encourage you to speak to the Tech teacher listed as a reference at the end of each listing. Remember that many of these speakers are willing to make presentations on a variety of subjects.

Many of the following speakers include audio visual materials in their presentations. The attached Film Guide also provides a listing of some locally available videos and films.

For more information, please see Dodie Lindsay.

We encourage you to become familiar with Tech's Labor Education Section in the Library; it's a wonderful resource for lesson plans, research papers or background information. We will be expanding the collection each year. In addition, the Social Science Department currently has class sets of Milton Meltzer's Bread and Roses: the Struggle of American Labor 1865-1915 and Brother, Can You Spare a Dime?

Finally, a more extensive bibliography, lesson plans covering a wide range of topics, pamphlets, posters and information about field trips are available by contacting Dodie Lindsay at Oakland Tech.

6/88



RESOURCE GUIDE

OCCUPATIONAL HEALTH AND SAFETY ISSUES:

INDUSTRIAL HEALTH and CAREERS IN INDUSTRIAL HEALTH:

Joel Schaffer and Diane Winsett
Services Employees Union Local 790
522 Grand Ave., Oakland 94610
465-0120

Teacher reference: Marlee Knock

STRESS MANAGEMENT:

Laura Stock
Labor Occupation Health Program
Center for Labor Research & Education, U.C. Berkeley
2521 Channing Way, Berkeley, CA 94704
642-5507

Teacher references: Christine Dargahi
Pat Bayonne-Johnson

TOXICS IN THE WORKPLACE AND HOME:

Barbara Plog or Robin Baker
LOHP, U.C.
(see above)

Teacher references: Kathy Keeran
Mary Tomczyk

AIDS:

Betty Szudy or Elien Askari
LOHP, U.C.
(see above)

Teacher reference: Pat Bayonne-Johnson

CAREERS IN OCCUPATIONAL HEALTH:

Lela Morris or Robin Baker
LOHP, U.C.
(see above)

Teacher references: Mary Tomczyk
David deLeeuw

OCCUPATIONAL HAZARDS:

Darryl Alexander and Anne Bracken
LOHP, U.C.
(see above)

Teacher reference: Marlee Knock

LABOR HISTORY:

THE HISTORY OF FARM LABOR ORGANIZING:
(can be a bilingual presentation in English/Spanish)
David Bacon
2211 Ivy Dr.
Oakland, CA 94606
444-1615

Teacher references: Deirdre Snyder
Bob Lamming

THE 1912 LAWRENCE STRIKE:
David Christiano
382 - 49th St.
Oakland, CA 94609
653-9964

Teacher references: Susan Drexler
Maryann Wolfe

THE GRAPES OF WRATH -- background to the Depression:
Ed Taub
Labor Historian
570 Mira Vista #101
Oakland, CA 94610
465-5222

Teacher reference: Pat Clark

HISTORY OF THE BROTHERHOOD OF SLEEPING CAR PORTERS:
Al Browning
Merrit College Labor Studies Dept.
12500 Campus Drive
Oakland, CA 94619
531-4911

Teacher references: Thaxton King
Susan Drexler

HAYMARKET AND THE STRUGGLE FOR THE 8-HOUR DAY:
Ed Taub
Labor Historian
570 Mira Vista #101
Oakland, CA 94610
465-5222

Teacher reference: Maryann Wolfe

DR. MARTIN LUTHER KING IN MEMPHIS:

Al Browning
Merrit College Labor Studies Dept.
12500 Campus Drive
Oakland, CA 94619
531-4911

Teacher reference: Christine Dargahi

FLINT SIT-DOWN STRIKES (Introduction to film "Babies & Banners")

Ed Taub
Labor Historian
570 Mira Vista #101
Oakland, CA 94610
465-5222

Teacher reference: John Bachert

THE 1934 LONGSHORE STRIKE:

Danny Beagle
Publicist, ILWU
1188 Franklin
San Francisco, CA 94109
775-0533

Teacher reference: Thaxton King

WORKPLACE RIGHTS, LABOR & CIVIL RIGHTS, WOMEN IN THE LABOR
MOVEMENT and LABOR SOLIDARITY

KNOW YOUR RIGHTS WORKSHOP:

Sponsored by Center for Labor Research & Education
U.C. Berkeley
Contact: Marty Morgenstern
2521 Channing Way
Berkeley, CA 94704
642-0323

Teacher reference: many, including Alva Gabriel, Tom Berridge

LABOR AND THE CIVIL RIGHTS MOVEMENT:

Leonard McNeill
former Ironworker, currently project director
for American Friend's Service "Peace & Justice
Youth Project"
P.O. Box 558, San Pablo, CA 94806
237-2997

Teacher reference: John Bachert

WOMEN IN THE LABOR MOVEMENT:

Kathryn Haymes
SEIU Local 790 and Coalition of Labor Union Women-CLUW
1005 Aquarius Way
Oakland, CA 94611
465-0120

Teacher reference: Maryann Wolfe

INTERNATIONAL LABOR SOLIDARITY:

Franck Pottier
Ironworkers Union #378
6019 Buckhalter Ave., Oakland, CA 94605
638-2717

Teacher reference: Maryann Wolfe
Marietta Joe

LABOR MOVEMENT IN FRANCE: (can be a bilingual presentation)

Franck Pottier
(see above)

Teacher reference: Jeff Glaser

BLACK TRADE UNIONISTS IN SOUTH AFRICA:

Leo Robinson
International Longshoremen's & Warehousemen's Union #10
and Coalition of Black Trade Unionists (CBTU)
857 - 54th St.
Oakland, CA 94609
654-7351

Teacher reference: Eric Edgerly

WORKPLACE RIGHTS FOR IMMIGRANTS:

Pam Tau-Lee
Restaurant & Hotel Workers Union Local 2
209 Golden Gate Ave.
San Francisco, CA 94109
864-8770

Teacher reference: Carol Younglove

LABOR SONGS: LABOR JOURNALISM & VIDEO

FREEDOM SONG NETWORK:

Contact: Jon Fromer
647-8585 or 383-2593

Teacher reference: George Spencer

JOURNALISM & VIDEO:

Ed Herzog
Producer: California Working
SEIU Local 790
522 Grand Ave.
Oakland, CA 94610
465-0120

Teacher reference: Tom Berridge

LABOR JOURNALISM:

David Bacon
2211 Ivy Dr.
Oakland, CA 94606
444-1615

Teacher reference: Tom Berridge

COLLECTIVE BARGAINING, COSTING A CONTRACT, PLANT CLOSURES, WHY
JOIN A UNION?, HANDLING A GRIEVANCE

PLANT CLOSURES:

Leanna Noble and Vivian Godwin
Plant Closures Project
433 Jefferson
Oakland, CA 94607
834-5656 or 236-1142

Teacher references: Christine Dargahi
Sue Drexler

COLLECTIVE BARGAINING:

Al Browning
Merrit College Labor Studies Dept.
12500 Campus Drive
Oakland, CA 94619
531-4911

Teacher reference: John Bachert

WHY JOIN A UNION?:

Al Lannon, Joe Lucas and Abba Ramos
International Longshoremen's & Warehousemen's Union
1188 Franklin
San Francisco, CA
775-0533

Teacher reference: Thaxton King

WHY JOIN A UNION and CAREERS IN NURSING:

Pat Ford
SEIU Local 616 (representing nurses at Highland)
337 - 17th St.
Oakland, CA 94612
452-2366

Teacher reference: Marlee Knock

HANDLING A GRIEVANCE:

Joe Lindsay
Business Agent, ILWU Local 6
99 Hegenberger Road
Oakland, CA 94621
638-5605 or 658-1974

Teacher reference: Christine Dargahi

COSTING A CONTRACT:

Joe Lindsay
(see above)

Teacher references: Kevin Farey
Mildred Phillips
Bob Cryer

LABOR LAW -- CASE STUDIES:

Lorrie Gray
333-1074

or

Ron Yank
568 Howard St.
San Francisco, CA 94102
441-2500

BUILDING TRADES CAREERS AND APPRENTICESHIP PROGRAMS:

We will continue to hold an annual "Building Trades Career Day" at Oakland Tech. Please see the attached list of speakers who are also available to visit individual classrooms.

Labor Ed Week Apprenticeship Program Participants

Peter Gobbo
Training Director
Carpet, Linoleum & Soft Tile layers
Joint Apprenticeship and Training Committee
2509 Myrtle St.
Oakland, CA 94607
451-2352

John C. Scott
Director, Education & Training
S.F. Electrical Industry Apprenticeship Trust
1850 Mission St.
San Francisco, CA 94103
431-5853

Gene Machado
Northern California Surveyors
Joint Apprenticeship Committee
8105 Capwell Dr.
Oakland, CA 94621
635-3255

Ray Hess
Floor Covering Industry
Educational Trust Fund
1190 Dell Ave. #G
Campbell, CA 95008
(408) 370-7674

Del S. Willburn
Coordinator
Alameda County Plumbing
Joint Apprenticeship & Training Committee
2960 Merced St.
San Leandro, CA 94577
351-6155

Jim Jamison
Glaziers Local 169
8400 Enterprise Way, Room 122
Oakland, CA 94621
430-1361

Hans D. Siebert
Coordinator
Insulation Industry Joint Apprenticeship
Committee
2829 Fillmore St.
Alameda, CA 94501
522-7048

Moses L. Mayne, Jr.
Coordinator
Carpenters 46 J.A.T.C. & T.B.
2350 Santa Rita Road
Pleasanton, CA 94566
462-9644

Harry C. Cochrane
District Coordinator
Carpenters 46 J.A.T.C. & T.B.
2350 Santa Rita Road
Pleasanton, CA 94566
462-9644

Walter L. Vestnys
Coordinator
Field Ironworkers A & T Program
580 Barneveld Ave.
San Francisco, CA 94124
824-1194

Michael W. Longeuay
Coordinator
Sheet Metal Joint Apprenticeship
Committee
2960 Merced St.
San Leandro, CA 94577
483-9035

Larry A. Wheeler
Coordinator
Field Ironworkers A & T Program
3130 Bayshore Rd.
Benicia, CA 94510
707 746-7666

M. Duane Mongerson
Director
Bay Area Roofing/Waterproofing
Industry Apprenticeship Program
8301 Edgewater Dr.
Oakland, CA 94621
635-8800

Jerry G. Tabaracci
California State Director
U.S. Dept of Labor
Bureau of Apprenticeship & Training
211 Main St., Room 350
San Francisco, CA 94105
974-0556

Joe Bobo
Machinists Lodge 1546, IAM
10260 MacArthur Blvd.
Oakland, CA 94621
638-6705

Nick Antone
10260 MacArthur Blvd.
Oakland, CA 94621
638-6705/449-5675

Henry Nunn III
Apprenticeship Training Director
600 Roble Ave.
Pinole, CA 94564

Sam Solomon
Coordinator
Alameda Joint Apprenticeship &
Training Committee
Electrical Trade
26232 Industrial Blvd.
Hayward, CA 94545

Frank Mendez
Dept. of Industrial Relations
Division of Apprenticeship Standards
111 Jackson St.
Oakland, CA 94607

DALLARD TECHNICAL HIGH SCHOOL

=== LABOR EDUCATION ===

- Arnou, Harriette.
The dollmaker. New York: Avon, 1954.
- Attaway, William.
Blood on the force. New York: Monthly Review Press, 1937.
- Barandall, Rosalyin.
America's working women: a documentary history - 1500
to the present. New York: Vintage Books, 1976.
- Berman, Daniel.
Death on the job: occupational health and safety struggle
in the U.S.. New York: Monthly Review Press, 1973.
- Bluestone, Barry.
The deindustrialization of America. New York:
Basic Books, 1982.
- Boggs, James.
The American Revolution: pages from a Negro worker's
notebook. New York: Modern Reader, 1963.
- Boyer, Richard.
Labor's untold story. New York: UE, 1955.
- Buhle, Paul.
Working for democracy: American workers from the Revolution
to the present. Urbana, Illinois:
Univ. of Illinois Press, 1985.
- Bulosan, Carlos.
America is in the heart. Seattle, Wash.:
Univ. of Washington Press, 1943.
- Burgess, Yvonne.
The strike. New York: Taplinger, 1980.
- Byerly, Victoria.
Hard times - cotton mill girls: personal histories of
womanhood in the south. Ithaca, NY: ILR Press, 1986.
- Cahn, William.
Lawrence 1912: the bread and roses strike. New York:
Pilgrim Press, 1977.

- Chandler, David.
Huelga!. New York: Simon & Schuster, 1970.
- Chavkin, Wendy.
Double exposure: women's health hazards on the job and at home. New York: Monthly Review Press, 1984.
- Conroy, Jack.
The disinherited: a novel of the 30's. New York: Hill & Wang, 1933.
- Dunne, John G..
Delano: the story of the California grape strike. New York: Farrar, Straus, 1967.
- Ewen, Lynda Ann.
Which side are you on? The Brookside Mine Strike in Harlan County Kentucky. Chicago: Vanguard Books, 1979.
- Foner, Philip S..
May Day: a short history of the International Workers' Holiday, 1886-1986. New York: International Publishers, 1986.
- Foner, Philip.
Organized labor & the black worker 1619-1981. New York: International Publishers, 1981.
- Foner, Philip.
We, the other people. Urbana, Illinois: Univ. of Illinois Press, 1976.
- Foner, Philip.
The other America: art and the labour movement in the United States. London: Journeyman Press, 1985.
- Foner, Philip.
History of the labor movement in the United States. Volumes I -VII. New York: International Publishers.
- Foner, Philip .
Women and the American labor movement from the first trade unions to present. New York: The Free Press, 1982.
- Frank, Miriam.
The life and times of Rosie the riveter: story of three million working women. Emeryville, CA: Clarity, 1982.

- Litwack, Leon.
The American labor movement. New York:
Simon & Schuster, 1962.
- Luckhardt, Ken.
Organize...or starve! History of the South African Congress
of Trade Unions. New York: International Publishers,
1980.
- Lynd, Alice.
Rank and file: personal histories by working class
organizers. Boston: Beacon Press, 1973.
- Matles, James J..
Them and us: struggles of a rank-and-file union.
Boston: Beacon Press, 1974.
- McElvaine, Robert.
Down & out in the great depression: letters from the
forgotten man. Chapel Hill: Univ. of North Carolina,
1983.
- McWilliams, Carey.
Factories in the field. Santa Barbara, CA:
Peregrine Press, 1971.
- Meltzer, Milton.
Bread and roses: the struggle of American labor 1865-1915
(class set). New York: New American Library, 1967.
- O'Sullivan, Judith.
Workers and allies: female participation in the American
Trade Union Movement. Washington, D.C.: Smithsonian,
1975.
- Quin, Mike.
The big strike. New York: International Publishers, 1949.
- Roediger, Dave.
Haymarket scrapbook. Chicago: Charles H. Kerr Pub., 1986.
- Ruiz, Vicki L..
Cannery women - cannery lives: Mexican women, unionization
. . . Albuquerque: Univ. of New Mexico Press, 1987.
- Sayles, John.
Thinking in pictures: the making of the movie "Matewan".
Boston: Houghton Mifflin, 1987.

- Sinclair, Upton.
The flivver king: a story of Ford-America. Chicago:
Charles H. Kerr Pub., 1987.
- Sinclair, Upton.
The jungle. New York: Bantam, 1906.
- Smith, Robert.
Workrights. New York: Dutton, 1983.
- Stein, Leon.
The triangle fire. New York: Carroll & Graf, 1962.
- Steinbeck, John.
In dubious battle. New York: Penguin, 1936.
- Steinbeck, John.
The grapes of wrath. Penguin, 1939.
- Terkel, Studs.
Working: people talk about what they do all day and
how they feel about it. New York: Avon, 1974.
- Wertheimer, Barbara.
We were there: the story of working women in America.
New York: Pantheon, 1977.
- Wilson, Michael.
Salt of the earth. Feminist Press, 1953.
- Yates, Michael.
Labor law handbook. Boston: South End Press, 1986.
- Zinn, Howard.
A people's history of the United States. New York:
Harper Row, 1980.

Appendix S

STUDENTS QUESTIONNAIRE

Class _____ Period _____

- | | | |
|---|--|-------|
| 1. Prior to Labor Education Week Activities did you: | YES | NO |
| a. know what Labor Unions do? | () | () |
| b. have any previous classroom activities related to Unions? | () | () |
| c. know any Union members(family, friends, or neighbors)? | () | () |
| 2. I would like more Labor activities at Oakland Tech. | () | () |
| 3. I want to learn more about unions. | () | () |
| 4. I might want to be involved in a union in the future. | () | () |
| 5. Please check all responses that describe your experiences in this session: | | |
| a) I enjoyed today's presentation. | e) I understand much better the role of unions in improving working conditions. | |
| b) I learned about the contributions Unions make to the social and political life of our country. | f) I don't understand why unions are important. | |
| c) I received new information on career options. | g) I understand better the struggles (safety, environmental, job rights, etc.) that unions are involved in or support. | |
| d) I better understand my workplace rights and how to use them. | h) other: | |

OPTIONAL

Describe the single most important idea, information, or insight you received from this session:

RESULTS (from a random sample of four classes totaling 59 students)

Question 1a: 49 Yes 10 No
 Question 1b: 30 yes 29 No
 Question 1c: 39 Yes 20 No
 Question 2: 47 Yes 10 No
 Question 3: 50 Yes 9 No
 Question 4: 54 Yes 5 No

Question 5: a) had 42 checks
 b) had 36 checks
 c) had 33 checks
 d) had 31 checks
 e) had 31 checks
 f) had 3 checks
 g) had 38 checks

Appendix T

LABOR PARTICIPANT QUESTIONNAIRE

Session Title _____

Period _____

Please check after each statement what most closely matches your perceptions.

	Strongly Agree	Agree	No Opinion	Disagree
1. I have greatly enjoyed this experience.	()	()	()	()
2. I feel this has been an important educational experience for the student.	()	()	()	()
3. Preparation for this session has gone well and/or my discussions with the teacher have been beneficial.	()	()	()	()
4. I personally will work to ensure greater Labor participation in educational activities in school systems.	()	()	()	()
5. The intergration of Labor materials in the statewide curriculum requirements is important.	()	()	()	()
6. I would like to do this again next year:	()	()	()	()

RESULTS

Question 1: -23 Strongly agree	4 Agree
Question 2: 11 Strongly agree	14 Agree
Question 3: 15 Strongly agree	12 Agree
Question 4: 24 Strongly agree	3 Agree
Question 5: 26 Strongly agree	1 Agree
Question 6: 27 Strongly agree	

TEACHER QUESTIONNAIRE
(sample)

Class _____

Period _____

1. I have used the following preparatory activities:

- _____ assigned readings
 _____ research and/or written assignments
 _____ class discussion or activities
 _____ audio visual materials

Please check after each statement what most closely matches your perceptions

	Strongly Agree	Agree	No Opinion	Disagree
2. The students have benefitted greatly from this experience.	()	()	()	()
3. The preparation process with the labor participant has worked well and helped my classroom planning.	()	()	()	()
4. Having this opportunity to include this material in the curriculum has been professionally rewarding.	()	()	()	()
5. Having a member of the Labor community as a guest in my classroom is an important learning activity.	()	()	()	()
6. I would like Labor activities, such as Labor Education Week, to become regular events.	()	()	()	()
7. I would like more and better Labor related curriculum materials to be available.	()	()	()	()
8. I would like to have, and I might promote, Labor materials to be included in Districtwide and Statewide curriculum requirements.	()	()	()	()

RESULTS

Question 1: 9 teachers had readings, 6 teachers had written assignments
 18 teachers had class discussions, 10 teachers used audiovisua.

Question 2: 13 strongly agree 9 agree
 Question 3: 7 Strongly agree 13 agree
 Question 4: 15 Strongly agree 7 agree
 Question 5: 18 Strongly agree 4 agree
 Question 6: 19 Strongly agree 4 agree
 Question 7: 16 Strongly agree 5 agree
 Question 8: 11 Strongly agree 8 agree